

UHD

Faculty Senate

Minutes recorded by: Trevor S. Hale

Date and Time: March 24, 2015 2:30 PM

Room Number: A300

Attendance: Susan Henney (President), Ryan Pepper (President-Elect) Trevor Hale (Past-President/Secretary), Jillian Hill, Jane Creighton, Plamen Simeonov, Rachna Sadana, Ruth Johnson, Claude Rubinson, Steven Coy, Angela Lopez Pedrana, Charles Smith, Dvijesh Shastri, Bernardo Pohl, Cindy Stewart, Jonathan Davis, Kendra Mhoon, Judith Quander, Utpal Bose, Steve Zhou, Hsiao-Ming Wang, Katharine Jager

Guests: Jerry Johnson, Chief Boyle, Lucy Bowen, Lisa Berry, Ed Hugetz, David Bradley, Vida Robertson, Michelle Moosally, Johanna Schmertz

Regrets: N/A

Absent: Sam Penkar, Susan Baker, Pat Williams, Maria Benavides, Kirk Hagen

Call to Order: 2:36 PM

Meeting minutes: Minutes postponed till April 7th meeting.

Review of previous action items: N/A

Meeting Proceedings:

Presentation on Texas Curriculum Assessment Guidelines by Dr. Vida Robertson:

1. Dr. Robertson gave a presentation on core assessment:
 - a. All but one band (mathematics) is assessed four times.
 - b. Dr. Robertson's presentation slides are included below.

**Implementing the
University of Houston-Downtown
Core Assessment Plan**

Definitions

Assessment cycle - The systematic collection, review and use of evidence for the purpose of improving student learning.

Direct measure - Students' demonstration of learning.

Indirect measure - Students' perceptions of their learning or other measures not derived directly from student work.

Externally informed benchmarks - Targets for student attainment set by and/or in collaboration with constituencies outside the institution. Examples include advisory boards, peer institutions and national norms.

Core Objectives

- Critical Thinking Skills
- Communication Skills
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility



October 28, 2013

Core Objectives Mapped to Foundational Component Areas

Foundational Component Areas	Core Objectives					
	Critical Thinking	Communication Skills	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	REQUIRED	REQUIRED		REQUIRED		REQUIRED
Mathematics	REQUIRED	REQUIRED	REQUIRED			
Life & Physical Sciences	REQUIRED	REQUIRED	REQUIRED	REQUIRED		
Language, Philosophy and Culture	REQUIRED	REQUIRED			REQUIRED	REQUIRED
Creative Arts	REQUIRED	REQUIRED		REQUIRED	REQUIRED	
American History	REQUIRED	REQUIRED			REQUIRED	REQUIRED
Government/Political Science	REQUIRED	REQUIRED			REQUIRED	REQUIRED
Social/Behavioral Science	REQUIRED	REQUIRED	REQUIRED		REQUIRED	REQUIRED
Component Area Option	One or more FCA to determine description & Core Objectives					

Texas Core Curriculum Assessment Guidelines

The purpose of assessment of the Texas Common Core (TCC) is for institutions to discover, document and seek to improve student attainment of the TCC's six core objectives. As such, the rationale for assessing the core objectives are: The TCC forms the foundation of each institution's general education curriculum.

1. Institutions use the assessment of core objectives to improve student learning.
2. Faculty participation is integral throughout the assessment cycle.
3. Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged.
4. Assessment practices are evolving.

Institutions will electronically submit their assessment report of the core objectives to the Texas Higher Education Coordinating Board (Coordinating Board) every 10 years. Coordinating Board staff will review the report to confirm assessment of the six core objectives.

Foundational Component Areas

1. Communications (6 SCHs)
2. Component Area Option 1 (UHD dedicated to speech, 3 SCHs)
3. Mathematics (3 SCHs)
4. Life & Physical Sciences (6 SCHs)
5. Language, Philosophy & Culture (3 SCHs)
6. Creative Arts (3 SCHs)
7. American History (6 SCHs)
8. Government/Political Science (6 SCHs)
9. Social & Behavioral Science (3 SCHs)
10. Component Area Option II (UHD dedicated to college success/learning frameworks, 3SCHs)

Core Objectives Expanded

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Assessment of the THECB
Core Objectives**

The Core Assessment Committee (CAC) has been charged by the University Curriculum Committee with developing a **PRELIMINARY**, university wide assessment scheme which will formulate and help facilitate the institutional mechanisms, protocols, and practices required to successfully complete the upcoming THECB Assessment Plan deadline in November (and SACS review in 2015). The first CAP Team meeting was held on Tuesday **July 23rd, 2013**

Overview of Assessment of the THECB Objectives

THECB Objectives	Primary Assessment Strategy Target Pop: FTIC/ET sophomores	Evaluation/Reporting Schedule
Critical Thinking Communication Empirical/Quantitative Teamwork Personal Responsibility Social Responsibility	Direct Measures of Learning: 1) Multiple embedded assignments from Core courses Rubrics: Primarily the AAC&U Value Rubrics	2 outcomes per year
	2) Possible second instrument: CLA/CAT-type instrument – measures CT/Written Comm/and perhaps EQ skills (depends on final selection)	Three-year rotating cycle; All assessed 2 times in 6 years
	Indirect Measure of Learning Internally-developed survey of students' perception of learning	

UHD Core Objectives Assessment Plan

- ✓ Create a Core Objective Assessment Committee
 - ✓ This committee will facilitate the university assessment plan and serve as the liaison between the UCC, Institutional Effectiveness and individual Objective Committees
- ✓ Create a Rubric Review Group
 - ✓ This group will revise the AAC&U rubrics and ensure that the assignments developed by the instructors align with the assessment rubric
- ✓ Create Six Objective Team to assess the embedded assignment artifacts.
 - ✓ Faculty from each department will rotate onto teams in their respective fields as designated by the UCC.

Implementing the Core Assessment Plan

Greetings UHD Faculty Teaching in the Core,

We are beginning to implement our Core Curriculum Assessment Timeline established in the Spring of 2014 to address the state's new core requirements. We invite you to acquaint yourself with our UHD core assessment rubrics and begin identifying assignment prompts that aligns with the rubrics appropriate to the area in which you teach (see link below). During the months of April and May, the Core Assessment Committee (CAC) will host workshops, seminars, teaching circles and online tutorials to aid faculty and adjuncts who teach in the core in developing "Signature Assignments" that meet the learning outcomes established in our UHD rubrics. **Please consider ONE of your current assignments and its alignment with the core assessment rubrics. Reflect on what innovations might strengthen your assignment's ability to address each dimension of the core outcomes established in the assessment rubric.**

Moving Forward

Take time to review the various rubrics associated with your Core Curriculum course(s). During the upcoming months, the CAC will facilitate a wide-range of workshops, seminars, teaching circles and online tutorials to help tenure-track and adjunct faculty teaching in the Core with developing "Signature Assignments" that meet the learning outcomes established in our Texas Core Curriculum Objectives. On behalf of the Core Assessment Committee and University Curriculum Committee, I would like to sincerely thank you for your participation in this very important feature of our university curricula. Copies of the UHD Core Assessment Plan and draft rubrics have been attached for your consideration. Or, you may review the draft rubrics and UHD's Core Assessment Plan and provide feedback at:

http://www.uhd.edu/about/ie/core_assessment.html

Present Core Assessment Committee

- **Vida Robertson**, Chair (English)
- **Shohreh Hashemi**, (Finance, Accounting & EIS)
- **Brad Hoge**, (Natural Sciences)
- **Melissa Hovsepian**, (Interdisciplinary Studies)
- **John Kelly**, (Urban Education)
- **Heather Goltz**, (Social Work)
- **Lea Campbell** (Institutional Effectiveness)

UHD Core Objectives Assessment Plan

- ✓ Assess the artifacts constructed in the courses which comprise the Core Curriculum
 - ✓ Primary focus will be given to FTIC and Freshman Transfer students
 - ✓ This focus allows UHD to assess its implementation of the Core Objectives and not the cumulative effect of several institutions
- ✓ Utilize embedded assignments as the **DIRECT** measure of the Core Objectives
- ✓ Revise the AAC&U Rubrics in order to assess the artifacts created from the embedded assignments

UHD Core Objectives Assessment Plan

- ✓ Create Six Objective Team to assess the embedded assignment artifacts.
 - ✓ Faculty from each department will rotate onto teams in their respective fields as designated by the UCC.
 - ✓ All results from these objective groups will be reported to the Core Objective Assessment Committee and Institutional Effectiveness for analysis.
- ✓ Institutional Effectiveness will implement various exams and surveys as **INDIRECT** measures of the Core Objectives

Background

As you may remember, the Texas Higher Education Coordinating Board (THECB) required all Texas universities to adopt and assess the six Texas Core Curriculum Objectives distributed across the nine (9) Foundational Component Areas of the core. UHD faculty designed and approved courses in each of the 9 areas which incorporated the core outcomes mapped onto them by the state. Moreover, the university was also required to construct a comprehensive assessment model to measure the effectiveness of their respective Core Education schema. The University of Houston-Downtown and many other Texas institutions (e.g., UT, Texas A&M, UNT, SFA, San Jacinto College) chose to adopt a direct assessment model based on the Association for American Colleges and Universities (AAC&U) rubrics. The project has been overseen by the Core Assessment Committee, a task force appointed by the University Curriculum Committee. Faculty from throughout the university have revised these AAC&U rubrics on several occasions to insure that they meet the needs of their respective disciplines, departments and programs. The CAC will collect sample "Signature Assignments" from courses across the core curriculum to use in the assessment process (and faculty will be informed regularly of when and how this process will occur). Below you will find a chart which indicates the Core Curriculum Objectives mapped onto your respective course.

Original Core Assessment Committee

Vida Robertson	Michelle Moosally
Brad Hoge	Heather Goltz
Shohreh Hashemi	Melissa Hovsepian
Gail Evans	John Kelly
Gene Preuss	William Waters
Lea Campbell	Pat Williams

A Senator asked if faculty have to design assignments so as to fit this model.

Answer: No. Faculty are to do as they already do. It will be the job of the Core Assessment committee to see if an assignment fits the rubric.

A Senator asked if those faculty who teach outside the core will be affected by this.

Answer: No.

A Senator asked when the samples will be collected.

Answer: Fall 2015.

A Senator asked after the samples are collected if the rubrics be revised.

Answer: Yes.

A Senator asked if each special assignment has to have a 1 to 1 mapping.

Answer: Great question. Best answer is it will depend on the assignment.

A Senator asked how the course were chosen.

Answer: By the course catalog description.

Presentation from Dr. Jerry Johnson, Chair of the Faculty Affairs Committee:

1. Dr. Jerry Johnson gave an update on the efforts of the Faculty Affairs Committee (FAC).
 - a. For the academic year, FAC was charged with updating the Faculty
 - b. Annual Evaluation Policy, the Rank and Tenure policy, the Non-reappointment policy, and the Grievance policy.
 - i. The revision of the Faculty Annual Evaluation policy is finished. Two main issues remain with the remaining three policies:
 1. A “realignment” is necessary as the three policy are not in agreement in places.
 2. The perception that grievances have become *ipso facto* second rank and tenure decision.
 - ii. FAC has recently met with FSEC with a draft of the proposed changes of the Rank and Tenure policy which contains its own set of grievance procedures.
 - iii. There still needs to be a large, faculty wide discussion on what is greiveable and where the grievance procedures for different types of grievances should

be housed (e.g., should Non-reappointment even be grievable and, if so, should it have its own set of procedures for grieving?).

A Senator asked how many Rank and Tenure decisions have led to grievances?

Answer: (Provost Hugetz) 12 out of the last 99.

New Business:

1. Faculty Senate President-elect Ryan Pepper asks the Provost what was going on with changing the date of spring commencement from May 21 to May 20 and then, a few days later, changing it back to May 21.

Answer: (Provost Hugetz) It was handled poorly from all sides. Originally wanted May 10 but that was Mother's Day. Looked at May 16 and 17 but the Astros were playing. Settled and announced Saturday May 21 as commencement...but that was Memorial Day weekend. So it was changed to Friday May 20. That led to significant pressure from graduating seniors and it was ultimately changed back to Saturday May 21.

Next meeting:

The next meeting of the Faculty Senate is April 7th.

Action Items:

	Activity	Responsibility	Date of Completion
1			
2			
3			

Adjourn:

Adjournment by acclamation at 4:02 PM.